DOCUMENT RESUME

ED 111 964 CE 004 707

AUTHOR Work, Gerald G.; And Others

TITLE Career Education Within the University of Maine System: A Status Study.

INSTITUTION Maine Univ., Orono. Coll of Education.

SPONS AGENCY Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.
REPORT NO C-74-1
PUB DATE Jun 74
NOTE 71p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Career Education; Educational Administration; *Educational Assessment; Educational Programs; Educational Research; *Educational Status Comparison; Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Role; Interviews; Literature Reviews; Program Evaluation; State Universities
IDENTIFIERS *Maine

ABSTRACT

In order to provide for comprehensive career education needs with appropriate models, it is first necessary to assess the present situation. The purpose of the study was an assessment of the status of career education on the University of Maine's campuses at Augusta, Farmington, Fort Kent, Machias, Orono, Portland-Gorham, and Presque Isle. The methodology (tape-recorded interviews employing a questionnaire format) and interview analysis (campus vignettes and system-wide analysis) are briefly discussed. A survey of related literature deals with the period from 1968 to the present, with emphasis on the post-1970 years. Vignettes for each of the seven campuses provide: a brief description of the institution, administrative responsibility for career education, past perspective, rationale, current programs, academic relationships, and future perspective. The final section, analysis and recommendations, presents eight operational principles relating to career development education which were selected as quasi-criteria in evaluating the Maine system and from which the conclusions and recommendations are drawn. The document concludes with a four-page bibliography and a list of the interviewees. (BP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED111964

RESEARCH AND DEVELOPMENT SERIES
C/74-1

CAREER EDUCATION WITHIN THE UNIVERSITY OF MAINE SYSTEM: A STATUS STUDY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By

Gerald G. Work, Ph.D.
Associate Professor of Education
College of Education
University of Maine, Orono

With

Philip N. Shapiro, M.Ed.
William Swadel, M.Ed.

Research Coordinating Unit
Bureau of Vocational Education
State Department of Educational and Cultural Services
Augusta, Maine 04430

CE 004 707

FOREWORD

Institutions of higher education throughout the country are making tentative steps to move toward more comprehensive career education programs. The pressures forcing a career education response are complex and strong. Most persons associated with higher education would have little difficulty identifying major pressure points, from the senior unable to find a job to the faculty and administration struggling with diminishing resources.

But whatever the sources of pressure, the results are specific, real, and frustrating to students unprepared to cope with them. At least, students may lose valuable time; at most, we risk the loss of our most valuable resources. . .well-educated and well-trained men and women.

Gerald G. Work

June 1974

TABLE OF CONTENTS

Page

INTRODUCTION 1

RELATED LITERATURE 7

CAMPUS VIGNETTES 12

University of Maine at Augusta 12
University of Maine at Farmington 18
University of Maine at Fort Kent 25
University of Maine at Machias 29
University of Maine at Orono 32
University of Maine at Portland-Gorham 40
University of Maine at Presque Isle 46

ANALYSIS AND RECOMMENDATIONS 50

BIBLIOGRAPHY 60

APPENDIX A: INTERVIEWEES 64

INTRODUCTION

Career education focuses on developmental sequences, literally progressing from cradle to grave. Models for implementing components or encompassing the programs for career education are abundantly available from kindergarten through grade twelve (Bottoms, 1971; Gysbers & Moore, 1971).

The lack of models for the college or university level is striking by their absence. The developmental nature of career education calls forth concerted attempts to build workable models which can be applied to a population ranging from late adolescence to young adulthood and beyond.

The need, then, is to move from general goals which have applicability to all developmental levels to a model or models for a given level of development with specific objectives for each part of the model. A number of difficulties are inherent in the seemingly simplistic paradigm. First, the developmental components of the specific level must be known. What developmental tasks are important to the late adolescent/young adult? Second, the structure and programs currently practiced must be identified. If current career education practices in a post-secondary institution emphasize placement to the exclusion of most other components, that practice must be identified and understood by those involved. Third,

movement to a more comprehensive model of career education must capitalize and build upon strengths of the existing program. Placement, for example, is the career education program in many institutions. It is a strength which can serve as the anchor for the development of a more comprehensive program.

In all of the preceding, movement or development was explicit. It is necessary, in moving from point "A" to point "B", to know what and where "A" is. A first step in building a comprehensive career education model for an institution of higher education or a group of institutions is to identify current career education practices and the relative weights given to each component.

Rationale

The world of work is epitomized by constant change. As a result, institutions of higher education are learning that they must be in a position to provide more and earlier help to students in the area of career education. More specifically, that help needs to be sequential and developmental; sequential steps imply interlocking activities whether on horizontal (freshman year) or vertical (college career) planes.

Within the State of Maine, preparation for the world of work is compounded by the fact that a significant number of students leave the State after graduation. Over the years between 70% and 75% of the University of Maine

at Orono, non-teacher graduates have accepted jobs out of state (Higher Education Planning Commission, 1972). We are, in effect, preparing students for competition on a regional and national job market.

In order to provide for comprehensive career education needs with appropriate models, it is first necessary to assess the present situation. The purpose of the study was an assessment of the status of career education on the University of Maine campuses at:

Augusta (UMA)

Farmington (UMF)

Fort Kent (UMFK)

Machias (UMM)

Orono (UMO)

Portland - Gorham (UMPG)

Presque Isle (UMPI)

Methodology

Each of the seven campuses was visited and interviews conducted by a team of two interviewers, employing a standard questionnaire format. All interviews were tape-recorded to insure accurate post-interview analysis. Appointments were made, in advance, with the persons most responsible for career education programs. The primary contact on each campus was the person or persons responsible for the career education function, defined in terms of an institution-wide service; this operational definition

precluded internship activities included as a part of professional preparation programs, such as teaching or forestry. A minimum of two persons were interviewed on each campus, including the chief student affairs officer. A total of twenty persons was interviewed.

Interview Analysis

Analysis of the interviews was approached from two directions. The first consisted of a depiction of the status of career education on each of the seven campuses. Vignettes were written for each campus. Each vignette contained: a brief description of the institution, administrative responsibility for career education, past perspective, rationale for career education, current programs, academic relationship, and future perspective.

The second approach focused on differences and commonalities across all institutions within the University of Maine system. In this manner, a composite of the University of Maine's career education thrust was drawn. In order to place the analysis within a context which has conceptual relevance, a series of operational principles for career development education (Bottoms, 1971) were selected as quasi-criteria against which the University of Maine system was evaluated:

1. Career development education must be sequentially organized from kindergarten through post-secondary and adult education.

2. Career development education must be organized as an integrated structure within the educational program.
3. To meet the demands of all students, career development education must be flexible enough to allow each student at each educational level to make choices from the broadest base of knowledge; to have access to a cross-section of career curriculum experiences; to be free to move from one career curriculum to another; and to acquire preparation for the next educational level.
4. Career development education is student centered rather than manpower centered.
5. Career development programs must consider the individual's readiness level for career development.
6. Career development education includes job skill preparation.
7. Career development education must not be limited to the traditional concepts of "awareness," "orientation," etc., as they relate to work, but must include awareness, orientation, exploration, and progressive practice in developing the career aspects of self.
8. Career development education must provide at all levels an opportunity for the student to participate in concrete learning activities that closely approximate a variety of work roles, work settings, and other life experiences reflecting the career life.

Finally, recommendations for future action were included based upon the vignette and conceptual results.

The remainder of the report contains a brief survey of relevant literature, campus vignettes, system-wide analysis, and recommendations.

RELATED LITERATURE

The survey of related research dealt with the period from 1968 to the present with emphasis on the post-1970 years. Most of the relevant literature dealing with comprehensive career education programs on the college campus has been produced in the past four years. The primary sources surveyed were professional journals including the *Journal of College Placement, Personnel and Guidance Journal,* and the *Jouranl of College Student Personnel.* These sources were supplemented with unpublished reports from colleges and universities.

The amount of research literature produced in the area of post-secondary career education was minimal in the decade of the sixties. The emphasis in that time period dealt mainly with the placement function. Shaw (1972), after surveying placement research findings from 1960-71, concluded that individual differences, differing interests, and temporal changes in self-concept were not outwardly accounted for in the inflexible process of fitting people with jobs.

From 1970 to the present, the emphasis in the career counseling and placement operations has shifted to deal more adequately with the individual differences and differing interests of which Shaw wrote. Two ideas serve best to articulate the current trend in post-secondary

career education. The first, offered as a quote from an article by Figler (1973), "Give me a fish and I will eat today, teach me to fish and I will eat for the rest of my life (p. 48)," points out the move in post-secondary education to arm the student with those skills that will aid in making occupational choices. The emphasis here is that in the future individuals will be job hunters more than once and, therefore, will need job-hunting skills throughout their working lives. Bolles (1974) charged the career counselor with four duties, of which one is to "empower the job-hunter rather than merely offer services (p. 22)." The teaching of skills and techniques is one of the major thrusts in career education in the post-secondary institution today.

The second theme that dominated the career counselor's efforts is best expressed by Bailey (1973) when he stated that "making a living is not the same as living a life. All levels of education must relate constructively to both (p. 258)." It is not enough for the career counselor to match a graduate with a job. Today's students wants to make a living at an occupation with will satisfy him/her and be congruent with a chosen life style. The process that will make this congruence of career and life style possible is certainly more than a simple matching process and includes several programs that are common throughout the research literature.

The first of these programming ideas was an outreach effort in the area of career information. Hale (1974), Coyne and Cochran (1973), and Reardon (1973) point out that for career information to be useful and effective, it must be taken to the students. The professional career counselor must neither hide in an office nor hide written materials in file cabinets. Both the career counselor and information must be accessible to students where they live ... in residence halls, dining halls, and student centers.

The second program area dealt with the individual's self-awareness in relation to occupations and the whole world of work. Authors, including Ginn (1973), Robbins (1974), Healy (1974) and Cochran, Vinitsky and Warren (1974), wrote of the need for the career counselor to provide avenues along which the student can travel to explore his/her relationship to the world of work, and the strengths and weaknesses posessed by the student and how these translate into possible occupational choices. Individual and group career counseling that focus on the preceding are seen as instrumental in the initial years spent at the post-secondary institution.

The third programming development was concerned with a course in career education or career planning offered by the career counselor. Whether offered as a credit or non-credit course is being debated on many campuses. However, the content of such courses is simialr as expressed

in articles by Powell and McGuire (1971), Webb (1973), McGuire (1973), Devlin (1974) and Vitalo (1974). The courses involve several steps designed to lead the student to understand better his/her position in relation to specific occupational areas. Step one generally encompasses a self-awareness program to aid the individual in knowing his/her own strengths and weaknesses. Next comes a systematic search of the world of work with particular emphasis on occupations that interest the individual. The third step in the process is a consolidation of the first two steps to give the student a viable direction that he/she can realistically pursue in the area of careers. The results of this process are not a commitment to a choice, although it may be, but rather focusing on an area to be investigated by the student in his/her search for a satisfying career.

Simpson and Harewood (1973) sum up the movement in career education at the post-secondary level by focusing on the development of awareness by the student. The goal is to attain a level of development that will make the prospects of a satisfying career more probable.

This section ends with a quote from the Task Force on Student Affairs commissioned by the Chancellor of the University of Maine in December of 1969. The Task Force report was submitted in June of 1970:

. . . The process of career planning is a develop-

mental one extending throughout the student's post-secondary experience. Further, the process begins upon the student's arrival on campus. Throughout his (her) career as a student, he (she) is exposed to a variety of educational programs, including occupational and vocational information, films, lectures, and discussions related to specific career choices. Since the process is a developmental one, the student continues his (her) relationship with the center after leaving the institution. The actual job placement, then, is only one step in the process of career planning (p. 9).

CAMPUS VIGNETTES

The following section contains vignettes for each of the seven campuses of the University of Maine. For each campus vignette there are seven sections: a brief description of the institution, administrative responsibility for career education, past perspective, rationale for career education, current programs, academic relationship, and future perspective.

University of Maine at Augusta

Institutional Description. The University of Maine at Augusta is the newest branch of the University system, having been created in 1965. Prior to its creation, the program at Augusta consisted only of a Continuing Education Division (CED). A move to make the Augusta program more responsive to the needs of the surrounding community came in 1967 when the day program was initiated, offering academic majors in both Administration and Liberal Studies. At present the student at Augusta has a number of options for an academic major including both an Associate Degree of Arts or Sciences. Within these areas are such programs as Liberal Studies, Popular Music, Criminal Justice, Secretarial Science, and Data Processing. Along with the career-oriented two-year program, a student can opt for a four-year transfer program. The transfer program is intended to serve as the first two years toward a baccalaureate

degree. Finally, it is also possible for the Augusta Student to work toward a Master's Degree in Public Administration through the Adult Education Division.

The major difference between the campus at Augusta and the other campuses of the University system lies with the enrollment statistics. Where the other campuses have a majority of students enrolled in day programs, Augusta's student enrollment is centered in the evening Continuing Education Division. The 1973-74 enrollment shows a day population of 561 with 1027 students enrolled through the CED office. Though this is opposite the trend of the other campuses, it is in line with the orientation that was established when the University of Maine at Augusta was chartered in 1965.

Administrative Responsibility. The dean of Non-Academic Affairs at UMA has the responsibility for the career planning and placement functions. Since there is no separate operation designed specifically for career planning and placement, those functions have been located in the Counseling Center. The staff have emphasized that it is a natural union with no burden on the counseling program. In addition, there is a specialist in Financial Aid and Placement whose major concern is financial aid programming. What little extra time the specialist can spare is channeled into placement. The Financial Aid specialist is located within the Counseling Center, thus

providing for immediate referrals and open communication.

Past Perspective. The effort in career planning and placement at UMA is a new one with direction taken within the past two years (1972). Until that time the only services provided were individual counseling in the career area, if needed, and maintenance of placement files. The files included the standard information such as resumes, grades, and recommendations. The basis for minimal services in the career area was the assumption that most of the students in the CED program already had jobs and were seeking either advancement or security in those positions. In addition, most of the career-oriented two-year graduates had little difficulty securing positions since the programs had originally been created to service a need that already existed. The demands of an increased and diverse day enrollment forced a new awareness of the necessity for broadened career planning and placement activiites.

Rationale. At UMA the rationale for a program in career planning and placement is seen as a pragmatic response to the needs and demands of both the students and the current job market. One of the charges of the community college at Augusta is to read the needs of the community around it and then shape a response. Ideally, this is accomplished by identifying a need for a particular skill, training personnel, and placing people to fill the need.

The effort to deal with the Liberal Studies student is based on a different foundation. For most of these students, the need is to aid in the development of goals and directions and then attempt to place the individual. For the Liberal Studies student, a need for information and alternatives exists that requires a specific program response such as a career library.

With the emphasis on career-oriented programs at Augusta, aid in career planning and placement is seen as part of the "product" purchased by the student when he/she enrolls in the program.

Current Programs. As of the academic year 1973-74, there is little that could be called an organized career planning and placement program at Augusta. Individual career counseling is provided through the Office of Career Planning and Counseling; however, this program is based entirely on a self-refferal effort by the student. Many students who could use some help may never receive it. Some placement aid can be secured from the Financial Aid and Placement officer. His services include a placement file operation. The files consist of the standard recommendations and personal information. These are sent to interested employers. Little effort is made to uncover job opportunities. However, those openings that do come to his attention are posted.

During the Spring Semester of 1974, the Office of Career Planning and Counseling conducted a survey of the past two graduating classes to determine the needs that they felt in the area of career planning and placement. This attempt to gather data will provide some direction for future programming at UMA.

A major reason for the type of programming in existence at Augusta is the fact that approximately two-thirds of the population at Augusta are CED students. As was expressed earlier, they demand less in the areas of career planning and placement than do the day students. However, in order to become more accessible to CED students, office hours have been extended.

Academic Relationships. The relacionship between the Office of Career Planning and Counseling and the academic community was termed cooperative. According to the counselors, the faculty understand that the lead in career planning must come from the Career and Counseling Center. However, they noted that any needed assistance from the faculty is quickly provided. This includes some counseling in their role as academic advisors as well as any outside contacts they have that will aid in placement.

Future Perspective. At this point in time few new programs have been designed. New programming will be considered once the needs survey has been completed and concrete recommendations made.

One new program that has been initiated involves the academic advisor program. In order to make the advisor more responsive to the interest and career needs of his/her students, the counseling staff has assumed responsibility for matching advisor and advisees. Matching is being done on the basis of similar interests and experiences.

In the Fall of 1974, an attempt will be made by the counseling staff to aid in the teaching of some courses, hopefully adding some career orientation to the courses already being offered. This will, in part, respond to relevance demands voiced by the students.

In the future at UMA there is a possibility that a new professional will be hired in the Counseling Office to serve primarily as a specialist in the area of career counseling. However, a decision on the new position was not made at the time of this writing.

Assuming that the number of professionals will remain the same, an attempt will be made to become more effective by moving out of the office and initiating outreach programs in the residence halls and dining commons. The belief is that this will provide the staff with a better idea of what the students are seeking.

Along with outreach activities there will be an attempt to work with incoming students throuhg the admissions process. The student should be provided with such information as what to expect during his/her program as well as what the job

market may be like upon completion. This is seen as an initial step in career planning for a student entering UMA.

University of Maine at Farmington

Institutional Description. The University of Maine at Farmington (UMF) was originally established in 1863 as Farmington Normal School. From this point it moved through several stages before it became part of the University of Maine system in 1970. It does retain the image and programs of a teachers, but has broadened its offerings to include programs in Liberal Arts and Pre-Engineering, as well as Rehabilitation Work. UMF also offers a Summer Program and a Continuing Education Division. The majority of the enrollment consists of day students, numbering 1380, while the CED program involves 500 students.

Administrative Responsibility. The program designed to serve the career planning and placement needs at Farmington is the responsibility of the Office of the Dean of Students. The Dean is responsible for the over-all operation, but Farmington is in a unique position among the campuses of the University system. It has a Center for Educational and Career Development (CDC) that has been federally funded through the Bureau of Vocational Education. It is understood that UMF will assume fiscal responsibility when the federal grant expires.

The CDC is run by a Director with the aid of a Career Development Specialist and a small clerical staff. It should be noted here that considerable emphasis is placed on the importance of the clerical staff since they have the first contact with students. Performance of the clerical staff is directly related to the viability of the CDC.

The two professionals perform individual and group counseling in the CDC and do most of the program planning and implementation. The Director is charged with most of the administrative tasks while the Career Development Specialist has concentrated on the establishment of a successful placement and career planning operation within the framework of the CDC.

Past Perspective. Before the creation of the CDC, the singular career planning effort consisted of a file of job notices. Responsibility for maintenance of the file changed almost yearly, with no one office assuming permanent responsibility; this activity is now a responsibility of the CDC. In 1972 the CDC expanded its activities in career planning and placement to include development of a career library and career counseling.

However, the CDC Office serves a broader clientele, in addition to the student population. The funded proposal outlined a system of services for the surrounding community as well. Those services included testing and

counseling for decision-making relating to employment and/or further education.

Rationale. The basis for a career planning program at UMF is that students both want and must have help in this area. Farmington enrolls many students who have little or no career direction. The attitude prevails that most students are goal-directed upon entrance. If not, it is the responsibility of the staff to provide assistance. That assistance may take the form of providing information, counseling with groups or individuals, or any other activity that will aid the student in forming goals and alternatives while at UMF.

Placement is seen as a single step in the career planning function, rather than as an independent area. As a result, the CDC staff has the responsibiltiy of aiding the student in an initial job placement as one phase of its developmental program.

Current Programs. The program for career planning and placement at Farmington includes several dimensions. Along the traditional lines there are three phases: Credential Service, Interview Service, and Mailing Service. The credential service has each registered senior fill out a packet that includes both personal information and recommendations. Credentials are kept on file and forwarded to prospective employers as they are requested. The interview service involves inviting potential employers to campus,

providing interviewing space, and scheduling candidates for interviews. All seniors are notified of potential employer visits. The mailing service involves sending a flyer to each registered senior notifying the person of available positions as well as giving the interview schedule.

An extension of the traditional service is the maintenance of a career library. It includes graduate catalogs, some career-description pamphlets, and cassettes providing information on particular career fields. The Director of the CDC and also the Career Development Specialist both are available for individual counseling. Interest tests are available but little time or emphasis is placed on this function at the CDC.

A new effort that has been made involves a Wednesday night seminar program. Seminars are presented on a wide variety of areas designed to aid all Farmington students in dealing with some of the most commonly encountered problems in college life. These are run by the CDC staff and have included such topics as: Who is That in the Mirror? A Career Search; Why Are You Here? and How to Handle Champagne Tastes on a Beer Budget. Though not all directly related to career education, they are seen as one of the steps in a student's development toward a viable career choice. At the present time no data are available on attendance at these seminars.

Help is also provided for developing techniques in letter writing and preparation of resumes. In order to further enhance student use of the CDC, extensive communication efforts are undertaken, including flyers mailed to all students and posters placed in residence and dining halls.

Academic Relationships. Within the parameters of the career planning effort, the faculty are viewed as a major resource. They can be a strong influence on a career program and are seen as a positive force at UMF. It is important to stress that the faculty are a rich resource because of their diverse expertise.

Faculty participation can be encouraged through such programs as the traditional academic advisor's role as well as by involving faculty as participants in special programs such as the seminar program commented on earlier. Any professor who has had other than a teaching job can serve as an alternate role model, providing the student can see him/her in that alternate role. In part, this is accomplished at Farmington by making the faculty member a central figure at a career search seminar or other similar activity where his/her previous activity is featured.

The CDC office has a more direct relationship with academics in that the CDC Director has faculty status. It has served to enhance relationships between faculty and CDC staff.

Future Perspective. At UMF much of the future of career planning depends upon the budget situation. The situation is compounded by the fact that money for the CDC came from the federal grant mentioned earlier. Additionally, the Career Development Specialist position will not be funded for the 1974-75 academic year. In essence this will leave only the Dean of Student Affairs and the Director of the Center to operate a program that had been a three-person operation for the past two years.

There are programs being developed and others in the idea stage at Farmington. They will be implemented according to staff and money availability. Freshmen are the target for several programming ideas. Orientation is seen as one of the first places where the student can be exposed to career planning ideas. During the orientation it is hoped that there will be a set of experiences designed to lead the freshman to the CDC where he/she will find information and counseling that will help in developing goals and alternatives. After the orientation will come a special Freshman Seminar. Its purpose will be to involve the student in such questions as: Why am I at Farmington? What directions will I choose while here? and Where will I go after this experience is completed? The seminar is seen as more inclusive than that provided by a focus on career eudcation but does include career dimensions.

Beyond the freshman year programs such as a course in career education, and more group and individual counseling are projected. These will be ongoing steps in a total program that will begin where the freshman programs ended and will culminate in a placement effort. One major emphasis will be to provide more placement opportunities for Liberal Arts students through increased contacts with business and industry throughout the State and through CDC programs already in operation or projected.

An effort will be made to establish a peer counseling program. This program is to begin in the fall of 1974 and will use students in a paraprofessional role. Responsibilities will include helping others use the hardware facilities, library, tapes, etc., as well as some counseling.

The paraprofessional program will serve two purposes. First, it will increase staff effectiveness without significantly increasing cost. Second, it will make use of research results which stress positive effects of student paraprofessionals within the student affairs program. Specifics for program process were not developed as of May 1974.

Finally, it is hoped that an effort can be made to develop workshops for faculty. The focus would be on the faculty's role in career education and necessary counseling skills.

University of Maine at Fort Kent

Institutional Description. The University of Maine at Fort Kent (UMFK) was originally established as Madawaska Training School in 1878. It underwent several changes that finally culminated in its present status as a member of the University of Maine system.

UMFK is most noted for its program in education that leads to a Bachelor's Degree of Science with specialization in teaching preparation for grades K-9. Along with the teacher training program, an Associate of Arts Degree in General Studies (two years) is offered.

In association with the University of Maine at Orono, UMFK offers the first two years of an engineering program. The student would complete the program and receive his/her degree at Orono. A similar arrangement with the University of Maine at Portland-Gorham (UMPG) offers a Social Work major. It involves two years at Fort Kent followed by two more at UMPG.

A Continuing Education Division and a Summer Session program are also offered. The enrollment is approximately 500 day students.

Administrative Responsibility and Past Perspective. The operation of a career planning and placement program at UMFK is a divided operation. The placement work is done through the academic system with a faculty member serving half-time as a placement officer. Placement credentials

are located in the Registrar's Office. Requests for credentials must be directed to that office. The career planning function is performed through the office of the Dean of Students. It is a part of the job responsibilities of the sole counselor at UMFK.

At this point career planning is a relatively new concept at UMFK due to the fact that in the past there was little difficulty in placing all the teacher candidates who desired a job. However, in the last two years the situation has changed due to the depressed job market and the broadened program offerings. With the addition of the General Studies program has come the need for contacts with business and industry in order to facilitate job placements from that academic area. The result is a major change in direction from the traditional emphasis on educational placements.

Rationale. The rationale behind the beginning development of a career planning operation is based on the idea that one of the responsibilities of the University is to aid its graduates in attaining a satisfying start in a career of their choice. When job placement was a rather simple matter, a placement operation was all that was deemed necessary. However, now that the job market has tightened considerably, UMFK found it necessary to respond with more emphasis on career development.

Another change has occurred due to the addition of the two-year General Studies program. Many of the students in

General Studies have not developed career goals; therefore, an effort must be made to provide them with appropriate help that will aid in their decision-making.

Current Programs. As has been mentioned, the placement function is being administered by a part-time faculty member. He corresponds with school superintendents throughout the area and State and then notifies seniors of job openings. In addition, the part-time placement person also attempts to aid students seeking employment through individual counseling. It is primarily an informational service provided for the seniors.

A credentials service operates out of the Registrar's Office. Credentials include the standard personal information and recommendations. These are sent to potential employers either at the request of the student or the employer.

Through the Counseling Center some programming has begun to aid students in making career chouces and establishing goals. A priority has been the establishment of a career library. At present, materials include those published by different professional groups and any literature produced by the government intended for career use. Also, college and graduate school catalogs have been included as additional information. Counseling contacts include students seeking career help. No formal career counseling program is operative, but rather, such interviews are based on self-referrals.

Academic Relationships. The placement program at Fort Kent is administered by a faculty member, facilitating contact with others in the academic area. Job openings in area schools are filtered to students through faculty contacts with school superintendents.

In the area of career planning no formal programs exist involving faculty. They will, however, be approached more formally in the future to act as both role models and as leaders in some career programs. For example, career information may be funneled to students through the faculty advising system and through classroom activities. It is anticipated that their response will be favorable due to a good working relationship that already exists between Student Affairs and the academic departments.

Future Perspective. The future at UMFK appears to hold several program additions as well as the possibility of the addition of another professional to specialize in Career Planning and Placement. The addition of a staff person, will, however, be the result of increased enrollment rather than increased concern for career planning. Another staff person appears to be a long-range projection.

In the near future such programs such as a Career Week to explore alternatives to teaching and to meet role modles other than faculty is a possibility. In the sparsely populated area aroung Fort Kent, varied and diverse career role models are limited.

A series of seminars programmed by the Counseling Center with the aid of faculty aimed at career choices and alternatives are seen as a potential direction. These would be monthly meetings for all students rather than limited to seniors.

University of Maine at Machias

Institutional Description. The University of Maine at Machias (UMM) was founded in 1909 as Washington State Normal School, a two-year institution. It went through three name chances before becoming UMM in 1970. UMM offers a four-year Bachelor of Science Degree in Education specializing in business education. A two-year Associate Science Degree in business technology is awarded with both accounting and marketing options. An Associate Arts Degree is offered in the different fields within liberal studies. Full-time enrollment is approximately 500 students.

Administrative Responsibility. The placement function is the responsibility of the Director of Admissions, Placement, and Registrar, who reports to the Academic Dean. Some career planning work is being done by the Director of Cooperative Education who also operates under the academic area. A second professional has been hired by the Office of Admissions, Placement, and Registrar. Major responsibilities will be in the areas of admissions and placement.

Past Perspective. The bulk of the placement activities has traditionally been accomplished by alumni of UMM

returning in their administrative capacities to hire business education teachers. Because of the great demand for these teachers and the fact that the school had a single program emphasis, there was little need for a well-developed placement program. When the institution became part of the University of Maine system in 1970 and began to diversify its programs, the placement function was located in the Office of Admissions and Registrar for lack of staff necessary to establish it as a separate function.

Rationale. There are several reasons for the services offered through the placement function. UMM believes it has an obligation to help students. After receiving a Bachelor's or Associate Degree, it is the responsibility of the institution to assist students in locating employment or in considering various employment alternatives. The mechanics of job hunting are seen as part of the student's total education.

Current Programs. The Director of Admissions, Placement, and Registrar receives notices from school superintendents and other employers from across the state. These are posted on the bulletin board outside the office. The staff also mails students' credentials to potential employers.

The Director of Cooperative Education places students from the business education program into business classrooms across the state. Seminars are conducted with cooperative

education students where resume writing is practiced and role playing is used to simulate job interviews.

Academic Relationships. Some faculty do aid students in locating work of various kinds. Most faculty, however, are not actively involved except through teaching specific job skills in appropriate course such as an educational methods course.

Future Perspective. For the 1974-75 academic year, the sole counselor in the Counseling Center will begin a career planning program. He will be involved in career counseling as well as instituting programs and seminars. The new staff member in the Admissions, Registrar, and Placement Office will be making placement contacts throughout the state in an effort to place students in industry.

Eventually, when and if the staff is expanded, the Dean of Students would like to have one professional devoting full-time work within a Career Planning and Placement Office. In effect, the goal would be to combine what is now disjointed. The Office would most likely be established within the Student Affairs Area. The two people performing career planning and placement functions independent of one another during the 1974-75 academic year would then be able to devote full time to the other functions performed by the offices in which they work.

University of Maine at Orono

Institutional Description. The University of Maine at Orono (UMO) is a Land Grant institution which was established in accordance with the Morrill Act of 1862. Today it is a University made up of five colleges, Arts and Sciences, Education, Life Sciences and Agriculture, Business Administration, and Engineering Sciences, - and a Graduate School. As of the Spring of 1974, what had been the University of Maine at Bangor has become Bangor Community College, the sixth college of the University of Maine at Orono. In addition, there are active Continuing Education and Summer Divisions.

The total student population at Orono is approximately 10,000. Undergraduates number 8,000 while the remaining 2,000 includes graduate and part-time students.

Academic programs at UMO were originally designed to meet the needs of the State of Maine. That mission has remained primary. However, the University has developed a national orientation since many of its graduates compete in a national job market.

Adminsitrative Responsibility. The responsibility for career-oriented services is the charge of the Vice-President for Student Affairs. The Office of Career Planning and Placement (CPPO) operates as a specialist service within the student affairs program.

The CPPO is administered by three professionals - a

director, an associate director, and an assistant director. They maintain an independent office with a clerical staff that includes five people. With the addition of Bangor Community College, another professional and one clerical person have been added to the staff.

The areas of responsibility within the CPPO are divided into five divisions - General, Alumni, Alumni Teacher, Teacher, and College Teacher. The Alumni Teacher Division was added to the central office in 1973 after having been maintained as a separate organization traditionally.

The General and Teacher Divisions are by far the largest areas with 855 students students registered in the General division and 501 in the Teacher division (1973 Annual Report Statistics). The General division encompases all job areas in industry and government and aids students in all colleges. The Teacher Division is a specialized program designed to aid in the placement of teacher candidates coming primarily from the Colleges of Education and Life Sciences and Agriculture. The College Teacher division deals with graduate students seeking both teaching and administrative positions, primarily in post-secondary institutions. Graduate students interested in either industry or government register in the General division.

The alumni divisions are administered primarily by mail and attempt to aid alumni seeking jobs which require experience. It is a free service to alumni whose records

are kept for seven years after graduation or can be updated at any time.

The responsibility for both career planning and placement is seen as an integrated function by the office and staff. Therefore, all of the professionals take part in the development of both parts with each professional responsible for implementation within particular placement divisions.

Past Perspective. Traditionally, the CPPO was known simply as the Placement Office and was charged with the responsibility of seeking out prospective employers to meet with graduating seniors. Establishing contacts with employers, setting up on-campus interviews, and development and sending of placement or credential files where the most prominent placement techniques employed.

In the mid-60's the name of the office was changed to its present Office of Career Planning and Placement. The change was a reflection of the national trend, at the time, to extend the mission of the placement office to include career education responsibilities. However, the change at the University of Maine at Orono was principally in rationale with the major priority in both money and time remaining in the area of placement. Incongruence between mission and practice was the practical outcome of having only one professional staff member for a campus population of approximately 5,000 students. A move to implement more

programming in career planning began to gain momentum when additional professional staff were added, one in the late 60's and another in 1973.

Rationale. One of the traditional goals of the University of Maine at Orono has been to aid students in securing a job upon graduation. This help in both the decision-making process as well as in the actual placement was seen not as a luxury for the students, but rather as a responsibility of the University.

Students have demanded aid in the development of a viable career goal. Student demands and University accountability to groups such as the state legislature and the trustees have led the Student Affairs Office to attempt to provide a solid career planning foundation.

The depressed job market and increasingly consumer-oriented student population of the early 1970's have served to focus attention on a college education that results in a marketable skill. A developmental career planning program with placement as one step is seen as appropriate based upon the above.

Current Programs. As of the 1973-74 academic year, the activities and programs conducted by the CPPO staff have been concentrated in the placement area, primarily as a consequence of the tight job market. There has been registration for each placement division which includes student resumes, grades, recommendations, and other

materials and information such as work and military experience, campus activities, and areas of interest. Once the student is registered with the office, he/she is mailed, on a weekly basis, a copy of a bulletin containing both a list of companies interviewing on campus for the following week, and all other job notices received in the office during that particular time span.

There are also general bulletins made available to all classes concerning summer job openings. The summer job program attempts to provide widely differing experiences for students.

The Video-View Program, developed at UMO was funded by a grant from the Aetna Insurance Company, and has allowed the CPPO to send taped interviews of UMO job applicants to potential employers across the country. The tape does not replace, but serves to complement resume information. It is not only beneficial to the employer, but aids the UMO graduate in his/her attempts to compete in the national job market. At present there is no charge to either the student or the potential employer for the use of the tape.

An attempt is made to record all job contacts made by students through the CPPO in an effort to provide statistics concerning where, how, and why UMO students are or are not securing job offers. Such data is helpful for future referrals and counseling. The professional staff makes s conscious effort to stay abreast of changes and fluctuations

in the job market, and to transform the information into a forecast of future employment opportunities and trends.

Partially as a result of the depressed job market, the general area of career planning has taken on much more importance and emphasis since 1970. A variety of programs have been developed and implemented to provide information, develop job hunting skills, and assist with career counseling. An example has been a series of seminars designed to develop such specific skills as resume preparation, interview techniques, and application letter writing.

Members of the professional staff speak in classes of the different colleges on campus. They inform students of the services offered by the CPPO, and attempt to generate interest in career planning. The service is by invitation of the faculty member.

There is a career information library located in the CPPO which provides students with information concerning occupations and career opportunities. The library consists of catalogues describing different occupational areas, another filing system describing individual companies and, finally, a small number of graduate school programs available as alternate career choices. As of this writing, the general occupation and the graduate school files are being expanded and improved.

Career counseling is provided for all interested students. In order to facilitate both the counseling program and job registration, a letter is sent to all

juniors, encouraging them to come to the office early in their senior year to register and take advantage of the counseling that is available. It should be noted that career counseling is available through the Counseling Center as well.

Upon the direction of the Vice President for Student Affairs, an attempt is being made to coordinate the career education efforts that already exists on campus. As with most large institutions, some duplication of services is occuring. To limit duplication, a Task Force representing most of the student affairs areas has been established to determine: (1) what is available for students now? (2) what possibilities for improvement exist? (3) what type of coordination is needed? and (4) what new programs need to be initiated? Task Force results should be available during the Summer of 1974.

Academic Relationships. From a University-wide view, faculty at UMO have not been concerned with career education. Some have requested that CPPO professionals speak to their classes and a few others, particularly in the technical fields have placed some students. However, the majority have little contact since there is no organized program designed to include them. There is some doubt as to whether the faculty would be interested in becoming involved if approached.

Future Perspective. The future of career planning and

placement at UMO is one of change and innovation. In response to the move toward career education many public schools in Maine, the University is looking to establish a program that will be both a transition from the high school experience and also a developmental program for the college student. The most obvious change will be an attempt to begin to reach freshmen students at oreintation rather than waiting, as in the past, for the student to seek help as a senior. At present no program has been designed to attain this goal, but onw will certainly come in the near future.

Two major programs have been developed or are in the development phase that will be implemented in the Fall of 1974 and will bring about significant changes for the CPPO. The first will involve the staff in team teaching a career education course with the Counseling Center staff. The impetus and design for this credit course came from the CPPO. The course is directed to self-exploration and goal setting. A second purpose is to provide some role models in order that potential careers may be explored.

The second major program will involve the hiring of a professional to establish a career planning and placement program for the two-year Associate Degree programs at Bangor Community College and on the Orono campus. Programming and implementation will occur, hopefully, during the Summer of 1974 in order that a workable operation will be available when classes resume in September of 1974.

Along with an imput into the orientation program some programming will be done to provide training for Residence Hall Assistants (RA's) in career counseling. An effort will be made to help the RA's in the referral of students to the appropriate Students Affairs Office.

A continuing effort will be made to coordinate CPPO programs with those of the Counseling Center as well as the Cooperative Education Office. A natural bond exists between the three offices that will be cultivated to reap the most benefit for individual students.

Finally, more time will be spent attempting to work with Liberal Arts students. Programs will be designed to help him/her become more aware of his/her missing skills as well as establishing more contacts with employers who might hire these graduates. Increased correspondence with Liberal Arts students will be the primary focus. Budgetary considerations will dictate the extent and scope of this effort.

The actual or proposed changes in the CPPO are an effort to institute a developmental career planning orientation which, it is hoped, will eventually affect all students at the University of Maine at Orono.

University of Maine at Portland-Gorham

Institutional Description. In 1878 Western Maine Normal was founded on the site of the Gorham campus as a two-year institution. It evolved to a four-year campus in

1938 and in 1968 became Gorham State College of the University of Maine. In 1957 the University of Maine at Orono established its second campus in Portland. In 1970 the two were joined to form the University of Maine at Portland-Gorham (UMPG).

There are 3,800 full-time undergraduates with 1,400 on-campus residents, 6,000 enrolled in CED during the academic year, and 3,000 students in the Summer Session. Baccalaureate degrees are offered in Business and Economics, Liberal Arts, Education, Nursing, General and Interdisciplinary Studies. Graduate programs are offered in Business, Education, Engineering, and Library Service.

Administrative Responsibility. There is a Director of Counseling and Career Development whose office and department are located on the Portland campus. He reports directly to the Vice-President for Educational Services. Reporting to him is a Career Development Officer who is responsible for placement in the areas of Education, Liberal Arts, Business, Nursing, Alumni, and Graduate. The other professional directly involved in the Career Development function of the office is the Career Development Specialist. She is responsible for vocational testing and interpretation, occupational exploration, and the placement of students in part-time jobs. The third staff member, an Administrative Assistant, is a paraprofessional whose duties presently include assisting with Teacher

Placement, collecting and disseminating all types of career and educational information, such as career pamphlets, educational catalogues, and part-time job opportunities.

Past Perspective. The merger of Counseling and Career Development took place during the 1973-74 academic year. Previously there had been a Department of Career Counseling and Placement operating independently and reporting directly to the Vice-President for Educational Services. The Consolidation was made because of a desire to help students' vocational directions earlier in their college careers. The staff firmly believes that the comprehensive, integrated counseling approach is more effective in providing a developmental sequence of career education services.

Rationale. There are a number of reasons for maintaining the various career functions of the Office of Counseling Services. The development of the individual through individualized interaction in the counseling/teaching setting to an eventual job placement is a basic reason for career services. Second, students from rural areas need to become familiar with diverse role models found throughout society. Expanded career education opportunities will enable students to compete on a national scope.

The goal of placement is still primary. But increasingly, placement is seen as one step in a process with knowledge of surrounding employment areas, trends, and alternatives being of equal importance.

Current Programs. During the 1973-74 academic year, the Counseling Services Department offered a series of job fairs to UMPG students. These included a Nursing Day, Government Day, and Teaching Day. The Fairs included lectures by professionals in the field, information on how to go about applying for positions in the field, related areas graduates may be interested in, and life style information associated with the areas. There were special seminars for women and a special Women's Day which focused on expanded horizons for female students.

A booth was set up at freshman orientation to inform students of the nature of the counseling and other career services offered at UMPG. The purpose of the new career library was explained. The library was established to provide a wide range of career and job materials as well as educational information. Material concerning career choices was also posted across both campuses and distributed in all the residence halls.

An area which is in its infancy at UMPG is that of group experiences. A few group programs were run concerning career education and life style choice but they have not been conducted on a scale which meets the numbers of students who could benefit from them. An attempt to expand the number and types of these group experiences will be made in the 1974-75 academic year.

The Native Sons and Daughters program is conducted annually through the Counseling Services Office. It is a job fair for the benefit of all Maine college students. Employers from across the State interview prospective employees in a two-day session on the Portland campus.

Academic Relationships. At present professors in education do much of the placement work for their graduating education majors. In nursing there is little need for faculty cooperation since the demand for nurses outstrips the supply. There is little formal cooperation with Liberal Arts, but there are clubs in different majors which help supply career information. Each have their own career library which includes discipline-related jobs. Professors associated with the clubs provide tips and leads which may facilitate career planning and eventual placement.

Future Perspective. In the future the placement of education majors may be moved to the Gorham campus under the supervision of a professor who would be a half-time Student Affairs employee. The Education Department could then take full advantage of four years of contact with its students and of personal contacts with potential employers to facillitate career planning and placement activities. Career planning and development services as well as other types of counseling would still be available to education students at the main office on the Portland campus. It is hoped, however, that the service provided on the Gorham

campus will redistribute some of the workload, allowing the Portland staff to develop programs in group experiences and other areas not previously developed.

It is anticipated that students will become involved in shaping the services offered them. Such involvement should produce a higher level of relevancy and responsiveness than was previously exhibited. The Vice-President for Student Affairs projected that in the future students will arrive on campus after twelve years of career education. Their needs will be better defined than at the present time. The Counseling Services Office will have the task of providing the finishing touches for a student who is there because he/she is aware of career realities.

An increasing emphasis will be placed on outreach and orientation activities and programs. To be effective, the services must reach everyone who needs them whether or not he/she shows an active interest in the Counseling Services Office. An important part of the job is to demonstrate to students how career planning and placement can help and why the service exists. One component necessary for increased understanding is for the staff to meet with students where they work, live and spend their leisure hours. Hopefully, increased understanding will result in greater use of career planning services.

University of Maine at Presque Isle

Institutional Description. The University of Maine at Presque Isle (UMPI) was founded in 1903 as Aroostook State Normal School. In 1970 after a series of name changes, it became UMPI, a member of the State-wide public school system. UMPI offers a Bachelor of Arts degree in the various fields within liberal arts and a Bachelor of Science degree in education. Fields of specialization in education are early childhood, elementary, secondary, and health, physical education and recreation. The number of full-time day students is approximately 850 with 1200 students taking part in the CED and Summer Programs.

Administrative Responsibility and Past Perspective. The career planning and placement function has recently been assumed by a Director of Career Planning and Placement who reports to the Dean of Students. Until March of 1974, the placement function had been handled by the clerical staff of the Admissions Office. All career counseling was done by a half-time counselor who served all the counseling needs of the Presque Isle campus. The newly-hired Director of Career Planning and Placement (CPP) also is in charge of Cooperative Education and Alumni Affairs. Those four functions would seem to be a large undertaking; but the Dean of Students sees them as complementary tasks that form an integrated unit. As with most small campuses, single professionals must of

necessity be charged with multiple duties. At UMPI an effort is being made to group functions and duties for increased efficiency and performance. Since the operation is very new, little structure has been established for the implementation of programs. The major effort at present is being concentrated on the placement of seniors seeking jobs. During the Summer of 1974 it is anticipated that programming will be completed for the 1974-75 academic year's efforts in career planning and placement.

Rationale. A major reason for the career planning and placement function at UMPI is that students demand placement as a part of their investment in college. The Dean of Students sees a developmental model as being the best method to achieve the affective and educational goals of Student Affairs. The CPP, as an area within student affairs, is attempting to implement a developmental model.

Current Programs. At the present the programs in CPP are limited. This is due primarily to the newness of the operation, the creation of the office, and the hiring of the new Director. As has been stated before, the major emphasis has been in aiding the graduating seniors. The services provided have been partly in the area of contact with potential employers. Along with employer has been the development of placement files for individual students. The other area of concern has been the establishment of a career library. At this point the effort has centered on

acquiring materials relating to career choice.

A significant part of the Director's time has been spent in establishing the Cooperative Education Program. It involves on-campus development with faculty as well as limited off-campus contact with employers who will hire students for the coming school year. The Cooperative Education area is seen as one step in the process of establishing a successful CPP program.

A final approach within the CPP program has been counseling. Again, the target population has been seniors, but has included some underclassmen seeking aid in choosing academic majors, as well as summer jobs and Cooperative Education placement for the future.

As of the 1973-74 academic year, the different programs and activities that are in operation are there because there has been either a direct demand from students or they are the first steps taken in the development of a total career education program within the CPP.

Academic Relationships. An area that has been part of the initial efforts in establishing a CPP program at UMPI has been contact with the faculty. Since the Director of CPP was hired in March of 1974, he has had a great deal of contact with the faculty, attempting to develop a commitment to career education for students. It has been an informal effort, but most fruitful. As of this writing, there has been no formal establishment of a program involving faculty, but their aid will be sought.

Future Perspective. In the coming year the Director plans to set up a library of occupational information. The staff will be moving into a new building which will have a Counseling Center with one or two counselors, a CPP office with the Director, and the library in an outer room. It will be available to all students during the day and evening. Counseling Center staff will all be involved with the career development program. It was unclear as to what specific programs would be implemented, but among them would be an outreach program in which job packets would be distributed in the dining halls and dormitories. Resident Assistants and Head Residents would serve as outreach agents of the CPP.

Placement will be accomplished with help from alumni in reporting job opportunities. Placement services will also be provided for alumni hoping to change jobs. The Director projects CPP input into the academic advising process. Also planned are limited career education courses and seminars. Career education at UMPI should begin early in each student's academic career so that career flexibility could be developed more readily.

The new Director plans to seek support for the establishment of a State-wide association of career planning and placement professionals. He sees a formal organization as a vehicle for periodic exchange of ideas and programs.

ANALYSIS AND RECOMMENDATIONS

Career development education within the University of Maine system is in its infancy. Its corollaries are growth, adaptation, and frustration. Movement from placement as *the* function of career development education to a point where placement is one function will require time and the necessary resources. It is within this context that the analysis and recommendations are offered.

Analysis

A series of eight operational principles relating to career development education (Bottoms, 1971) were selected as quasi-criteria against which the University of Maine system was viewed. Finally, recommendations for future action were offered.

Operational Principles. Following each of the eight principles is a statement relating to the University of Maine system.

Principle # 1. Career development education must be sequentially organized from kindergarten through post-secondary and adult education.

The University of Maine is a State University System. As such, it draws most of its students from high schools within the State. Career education is not sequentially organized, K through 12, in the public school system. Interview results from the seven campuses indicated clearly that sequentially

organized career education is not yet a reality on any campus within the University of Maine. Each campus evidenced movement away from placement as the only function. Orientation for new students was most frequently cited as a beginning point for projected programming. UMA, UMF, UMO, and UMPG evidenced actual or planned components for sequential, career development education, although they were not necessarily integrated. Sequencing at UMFK and UMM will depend upon additional staff. UMPI's recently created Career Planning and Placement Office and newly hired director precluded development of sequential experiences.

Principle # 2. Career development education must be organized as an integrated structure within the educational program.

Career development education has not been integrated into the educational programs within the University of Maine system. However, it did appear that the more professionally-oriented is the academic program (engineering, nursing, education, law enforcement), the greater the concern for career development. Six of the seven campus had no formal programs which involved faculty. UMF did involve the faculty in career search seminars. UMA counseling staff will be assuming responsibility for matching faculty advisor with student advisee on the basis of similar interests and experiences to promote career needs and interests. A high

priority of the new director at UMPI is to seek faculty cooperation and involvement in career education.

Principle # 3. To meet the demands of all students, career development education must be flexible enough to allow each student at each educational level to make choices from the broadest base of knowledge; to have access to a cross-section of career curriculum experiences; to be free to move from one career curriculum to another; and to acquire preparation for the next educational level.

Two components are critical within this principle. The first is the need to know. For students to make wise decisions, the necessary information must be available. Most career planning offices within the system have focused on building their career libraries and other vehicles to disseminate relevant and needed information to students, such as career courses, job market analyses, and informational mailings to students. The second component is counseling help, whether group or individual. All campuses reported present or projected plans to provide additional counseling help to students. Staff and information resources are not sufficient to reach all students so that programs for juniors and seniors have the highest priority. UMF plans to institute a peer counseling program in the Fall of 1974 within its CDC program.

Principle # 4. Career development education is student centered rather than manpower centered.

In 1972, the Higher Education Planning Commision submitted its first report, entitled *Higher Education Planning for Maine*. Goal # 4 of that report is as follows, "to provide multi-level programs appropriate to student interests and predicted job opportunities which prepare youth and adults for employment at their highest level of ability" (p. 35). The seven campuses appear to be reflecting that goal in relation to career planning activities. The counseling emphasis mentioned in *Principle # 3* is a student centerd process. Expanded information services will assist the student to make decisions in light of the current or projected job market.

Principle # 5. Career development programs must consider the individual's readiness level for career development.

Most of the respondents indicated the necessity to institute programming beginning with orientation. In this manner, students will be more prepared--ready--for advanced stages of any career planning program. Availability of staff and resources, in part, will dictate the number of students helped or the degree to which help is offered. Academic advisor-student advisee matching to enhance career education possibilities at UMA and new student orientation to

lead the student to the CDC at UMF focused on readiness activities, in addition to other dimensions.

Principle # 6. Career development education includes job skill preparation.

The career planning offices on the seven campuses are in a position to provide limited help such as summer work experiences which enhance job skill preparation. All provide help in important but peripheral areas such as resume writing and job interviewing. However, job skill preparation has been and, it appears, will continue to be the responsibility of the academic program in which the student is enrolled.

Principle # 7. Career development education must not be limited to the traditional concepts of "awareness," "orientation," "exploration," etc., as they relate to work, but must include awareness, orientation, exploration, and progressive practice in developing the career aspects of self.

Each of the campus respondents focused on counseling activities, both group and individual. Most were contained under the future perspective section. That is, most were being planned for the immediate (coming academic year) or distant (one year or more distant) future. An emphasis on the career aspects of self was characterized by a credit

course to be offered at UMO in the Fall of 1974. The course, to be team-taught by Counseling Center and CPPO staff, will focus on self-exploration and goal setting.

Principle # 8. Career development education must provide at all levels an opportunity for the student to participate in concrete learning activities that closely approximate a variety of work roles, work settings, and other life experiences reflecting the career life.

Most career offices have not become involved in this aspect except in an ancillary way with job fairs, resource persons as seminar speakers, and faculty resources with diverse backgrounds. Those campuses located in or near population concentrations will have greater opportunities to develop openings for students. Again, comments by respondents place this area under future perspectives.

Summary

Summary statements are offered below. No priority is implied by order presented.

1. On all campuses the placement function has been traditionally recognized as an institutional responsibility. It continues as a high priority function; but is now recognized as only one of many components which will compose a more comprehensive career education program.

2. All campuses within the University of Maine system are responding to the restricted job market by more active recruitment of potential employers and by expanded career education programs for students.
3. Expanded career education programs are moving in two complementary directions. The first focuses on self-awareness processes such as group and individual counseling and career education courses where self-exploration is central. The second direction is informational. Career education libraries containing educational catalogues and materials, specific and general career data, and life style information as well as informational mailings to students are examples of the second thrust.
4. Cooperative working relationships with academics have been tentative and exploratory. Impetus for exploration has come from career education staff rather than the faculty. However, individual faculty members have been cooperative when called upon to participate in career education activities.
5. All staff members interviewed projected substantial increases in career education programming. They also recognized that budgetary restrictions forced a ranking of priorities. Within a priority hierarchy, placement ranked at, or near the top.
6. Evaluation components are missing from most developing

career education programs. The initial emphasis on placement was viewed as part of the institutional mission, as can be seen from the vignette rationale statements. Placing graduating students provided a built-in evaluation, and, hence, validation of the service.

Recommendations

Each of the seven campuses of the University of Maine system possess a unique and distinct character. Every attempt should be made to preserve that uniqueness as it relates to new career education efforts. There are also common areas and problems that all campuses share. It is within the latter context that the following recommendations are made:

1. The directors of career planning and placement offices should meet on a regular basis. Interviews conducted on each of the seven campuses uncovered a number of innovative ideas in various stages of implementation that should receive wider attention, such as UMF's peer counseling program and UMA's matching of advisor and advisee to enhance, in part, career education goals. UMO's more widely known video taping program has received national recognition. These are but a few of the plans and programs, with the exception of UMO's video taping, that may continue to be unheralded examples of innovation. The

prosaic but more essential task of building career education goals and objectives for each campus can be facilitated by interaction with colleagues on a regular basis.

2. A task force or *ad hoc* committee on career development education should be established for each campus. Its purpose would be to develop a comprehensive career development education proposal. Such a group might be composed of faculty, students, administrators, and alumni/employers. The director of the career planning office would participate as an *ex officio* member. Once the task force has completed its charge, it would be disbanded. It could be reconstituted for periodic review and evaluation purposes. The director and his/her staff would attempt to implement task force objectives.
3. Each campus should focus attention on developing an integrated approach to career development education. Many diverse components on each campus contribute directly or indirectly to career education efforts. If all goes well, students benefit. Unfortuantely, students can also suffer because of uncoordinated or, worse, unknown resources. Chance is hardly the hallmark of comprehensive career development education.
4. Finally, a concerted effort should be made to assess

the relative effectiveness of ongoing projects and programs. Budgetary allocations will, in part, be determined by the input from program evaluation. Since most of the projected plans for broadening career development education on the seven campuses call for additional staff and material resources, evaluation of ongoing programs is critical.

BIBLIOGRAPHY

Alexander, W.D., "More Pragmatic Stance Needed in the Educational Process." *Journal of College Placement*, 34:32, October, 1973.

Bailey, S.K., "Career Education and Higher Education." *Educational Record*, 54:255-9, Fall, 1973.

Banikiotes, P.G. and McCabe, S.P., "Facilitating Vocational Planning." *National Association of Women Deans and Counselors Journal*, 35:133-5, Spring, 1972.

Beit-Hallahmi, B., "Counseling With the SVIB: The Ideal Self." *Journal of College Student Personnel*, 52:256-61, December, 1973.

Bolles, R.N., "Four Marks for Effective Counseling in the Seventies." *Journal of College Placement*, 34:22-33, Summer, 1974.

Bottoms, G. *Career Development Education: Kindergarten Through Post Secondary and Adult Levels*. Georgia Department of Education, 1971.

Cochran, D.J., Vinitsky, M.H., and Warren, P.M., "Career Counseling: Beyond 'Test and Tell'." *Personnel and Guidance Journal*, 52:659-64, June, 1974.

Coyne, R.K. and Cochran, D.J., "Academia and Career Development: Toward Integration." *Journal of College Student Personnel*, 52:217-23, December, 1973.

Cramer, G. and others, "Career Advising and the Admissions Process." *Journal of College Student Personnel*, 47:536-8, Summer, 1972.

Devlin, T.C., "Career Development Courses: An Important Part of the Counselor's Repertoire." *Journal of College Placement*, 34:62-70, Summer, 1974.

Figler, H.E., "PATH: Vocational Exploration for Liberal Arts Students." *Journal of College Placement*, 34:40-1, October, 1973.

Frederick, J.R., "Orientation Credit Program at Northern Arizona University," (Unpublished manuscript).

Ginn, R., "Counseling the Undecided Student." *Journal of College Placement*, 34:42-5, December, 1973.

Greene, E., "Taking the Higher Out of Higher Education." *College & University*, 13:19-22, January, 1974.

Gysbers, N.C. and Moore, E.J., "Career Development in the Schools," in Lows, G. (Ed.) *Contemporary Concepts of Vocational Education*. American Vocational Association, First Yearbook. Washington, D.C., December, 1971.

Hale, L.L., "Bold New Blueprint for Career Planning." *Journal of College Placement*, 34:34-40, December, 1973.

Healy, C.C., "Furthering Career Education Through Counseling." *Personnel and Guidance Journal*, 52:653-58, June, 1974.

Herrick, R.E., "Beyond the Sheepskin Curtain: Career Guidance Before Graduation." *College Management*, 9:4-5, February, 1974.

Higher Education Planning Commission. *Higher Education Planning for Maine*. Higher Education Planning Commission, Portland, Maine, 1972.

Ivey, A.E. and Morrill, W.H., "Career Process: A New Concept for Vocational Behavior." *Personnel and Guidance Journal*, 46:644-9, March, 1968.

Kirts, D.K. and Fisher, R.B., "Tripod: A Systems Approach to Career Planning." *Journal of College Placement*, 33:42-9, April, 1973.

Knapp, D., "Career Planning and Placement." *Liberal Education*, 55:559-70, December, 1969.

Kruger, D.H., "New, More Active Role for Placement." *Journal of College Placement*, 33:36-40, December, 1972.

McBee, M.L., "A Career Development Program for Select Freshman, A Pilot Project." *Journal of the National Association of Women Deans and Counselors*, pp. 131-133, Spring, 1970.

McGuire, W.G., "Three Phase Career Planning Process; Augustana College, Rock Island, Illinois." *Journal of College Student Personnel*, 14:175, March, 1973.

McLaughlin, W.L., "Placement's Emerging Role." *Journal of College Placement*, 33:79-82, April, 1973.

Meyers, R.A., "Career Development in the College Years." *Journal of College Placement*, 32:59-63, February, 1972.

Michaels, W.J., "Career Education at the Post Secondary Level: A Mission for the Four Year Colleges." *Essays on Career Education*, Northwest Regional Educational Laboratory, Portland, Oregon, pp. 143-156, April, 1973.

Permaul, J.S., "Is There a Role for Career Education in Colleges and Universities?" *Educational Horizons*, 51:184-6, Summer, 1973.

Pesqueira, R.E. and White D.E., "Careers, Counseling and the University." *Journal of College Placement*, 31:26-33, April, 1971.

Powell, C.R. and McGuire, W.G., "Career Planning Courses." *Journal of College Placement*. 32:30-6, December, 1971.

Reardon, R.D., "Counselors and Career Information Services." *Journal of College Student Personnel*, 14"495-500, November, 1973.

Reardon, R.D., *The Curricular - Career Information Service*, paper presented at Ninth Invitational Conference on Systems Under Development in Career Education and Vocational Guidance. Baylor University: November 11-12, 1972.

Riccio, A.C., and Kerns, W.D., "Present and Ideal Counselor Roles in Ohio's Public Assisted Technical Colleges," (unpublished manuscript).

Robb, F.C., "Three P's: Preparation, Placement and Performance." *Journal of College Placement*, 31:28-34, February, 1971.

Robbins, P.J., "What One College Tells Its Liberal Arts Students." *Journal of College Placement*, 34:77-9, December, 1973.

Segan, H.B., "Professions: A Neglected Model for Undergraduate Education." *Liberal Education*, 59:507-19, December, 1973.

Simpson, L.A. and others, "New Approach: Group Counseling with Trained Sub-Professionals." *Journal of College Placement*, 33:41-3, February, 1973.

Sovilla, E.S., "Planning for Career Planning." *Journal of College Placement*, 31:50-2, October, 1970.

Sovilla, E.S., "New Functional Balance for Career Planning Activities in the Seventies." *Journal of College Placement*, 33:62-6, October, 1972.

Task Force on Student Affairs. *Report of the Task Force on Student Affairs.* Office of the Chancellor, University of Maine, Portland, Maine, June, 1970.

Vitalo, R.L., "Course in Life Skills." *Journal of College Student Personnel*, 15:34-8, January, 1974.

Webb, E.M., "Placement Moves to the Classroom." *Journal of College Placement*, 33:30-5, February, 1973.

Whitener, G.P., "The Student as a Pre-Professional." *Journal of College Placement*, pp. 43-46, October-November, 1968.

APPENDIX A

Interviewees

INTERVIEWEES

University of Maine at Augusta

Mr. Frank Antonucci, Jr. - Director of Career Planning and Counseling
Mr. William Bradely - Director of Financial Aid and Placement
Dr. Carll Fenderson - Dean of Instruction

University of Maine at Farmington

Dr. Kenneth Burns - Dean of Students
Ms. Marilyn Fischbach - Career Development Specialist
Ms. Sharon Sommers - Director of Center for Educational and Career Development

University of Maine at Fort Kent

Mr. Nathaniel Crowley - Dean of Students
Mr. Hubert Thibodeau - Placement Director
Ms. Barbara Spath - Director of Counseling and Career Planning

University of Maine at Machias

Mr. Frederic Reynolds - Dean of Students
Mr. Robert Maxwell - Director of Admissions, Placement and Registrar
Dr. John Hagen - Chairman of Business Education Department and Cooperative Education

University of Maine at Orono

Dr. Arthur Kaplan - Vice President for Student Affairs
Mr. Adrian Sewall - Associate Director of Career Planning and Placement
Mr. Philip Brockway - Director of Career Planning and Placement
Ms. Janet Gorman - Assistant Director of Career Planning and Placement

University of Maine at Portland-Gorham

Dr. Gordon Bigelow - Vice President for Educational Services
Ms. Linda Hoch - Career Development Officer

University of Maine at Presque Isle

Dr. Leonard Goldberg - Dean of Students
Mr. James Patterson - Director of Career Planning and Placement